**Defining the** To build vocabulary, students must learn to use information from

**Strategy** surrounding text or context to determine the meaning of an unknown

word. Authors build a variety of clues into their text to help

readers decode and/or define difficult words. These context clues

include:

* Concrete examples
* Contrast clues
* Description clues
* Definitions or synonyms
* Words or phrases that modify
* Conjunctions showing relationships.

**Teaching the OBJECTIVES:**

**Strategy**

* Students will utilize various clues within text to decode and/or define unknown vocabulary encountered within reading passages.
* Students will use meanings derived from context of reading passages to improve their comprehension of the text.

**MATERIALS:**

* Reading passages should fit your content area. For example, if you teach social studies, then have students read a social studies passage (one copy per child).
* You can either have the passage on an overhead projector and give a hard copy to each child, or you can use Glencoe.com and have the students read the passage from their computers and have the passage on an LCD projector.
* Use markers for overhead/LCD projector.

**ACTIVITY:**

* Select a context clue (i.e. synonyms) for student practice.
* Create or locate 1-3 short reading passages that are strong examples of the selected clue. You’ll use the selected passage for modeling, guided practice, and independent practice.

**MODELING:**

* Place the passage on an overhead or LCD projector.
* Read the passage and circle the unknown word or term. Then, underline the words that provide clues to the context clue you are teaching.
* Discuss with students what these clues reveal about the unfamiliar word. Demonstrate how you would come up with the definition or meaning of this word or phrase.

**GUIDED PRACTICE:**

* Either provide each student with a second passage or identify another unknown word in the first passage.
* Ask students to identify verbally the phrases or surrounding text that provide clues to the meaning of this unknown word. Have students underline these phrases on their copies of the passage as you underline them on the overhead.
* Ask students to make predictions about the meaning of the new word based on the clues they’ve discovered in the text. Affirm correct responses.

**INDEPENDENT PRACTICE:**

* Either provide each student with a copy of a third passage or identify a third unknown word in the first or second passage.
* Ask students to work independently to identify context clues and predict the meaning of the new word. Direct students to underline phrases or terms that provide clues to the definition. Check verbally for accuracy and to provide feedback for corrections.

**Assessing AHSGE ASSESSMENT TEMPLATES**

**the Strategy**

* Go to http://devonnastrickland.wikispaces.com/ and click on *Resources* to find the *Reading Assessment Templates*. You’ll need to create an assessment to see if your students have mastered objective IV-1.